

Governance
Self Evaluation Document



May 2017

Area	Evidence	Emergent	Established	Advanced
<p>Work effectively with leaders to communicate the vision, ethos, strategic direction of the school and develop a culture of vision</p>	<ul style="list-style-type: none"> • Involved in setting vision and aims (FGB Minutes) • Set HT performance management targets and review these through the year (performance management document and BTE half yearly review report) • Involved in determining key priorities and targets for the coming year (FGB Minutes) • IME tasks determined by governors. (IME visit reports as evidence) • Ensured key policies are in place (Statutory Policy Monitoring Schedule) 			√
<p>Provide a balance of challenge and support to leaders, understanding the strengths and areas for improvement at the school</p>	<ul style="list-style-type: none"> • IME tasks (IME Visit reports) • Link/Special Interest visits (Link visit reports and Link/Special Interest gov action plan) • Governors are proficient in understanding the data, both internal and external. Governors ask questions about the data (FGB minutes) • Governors provide support in role as class link governors • Governors provide challenge through direct questioning at meetings and during visits • Governors provide in depth challenge and support through audits carried out (Safeguarding/SMSC/Radicalisation/Extremism) and through the implementation of action plans arising out of the audits. (Audits and Action Plans) • Governors have a good understanding of strengths and areas for improvement and ensure that the IME tasks/areas of focus are selected from the RAP (FGB Minutes) 			√

<p>Provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school</p>	<ul style="list-style-type: none"> • Governors have an excellent understanding of the issues facing the school (IME/Link visit reports – HT reports) and are able to analyse these and work effectively and collaboratively with the headteacher to agree strategies to promote school improvement. • Governors support the headteacher with policy drafting/updating • Governors support the headteacher by agreeing together, performance management targets and monitoring to ensure targets are met. • Link Governors support the headteacher in their specific areas, for example, the Safeguarding Governor supports the safeguarding provision by ensuring that our policies comply with specific and new legislation, and to assist with ensuring that safeguarding remains the absolute focus of all staff. (governor audits, action plans, governor drafted staff training documents, governor visit reports) • Link governor for SEND supports the Headteacher and the SENCO in issues relating to the provision for our SEND pupils. Governor actively involved in the SEND provision by drafting SEND Information Report, regularly meeting to discuss SEND data, communicating with the LA to ensure that any specific SEND issues are addressed. (SEND Information Report, SEND visit reports) 			<p>√</p>
<p>Understanding how the school makes decisions about teacher's salary, progression and performance</p>	<ul style="list-style-type: none"> • The Finance Committee are involved in pay reviews for teachers (FC minutes) • Teacher's PM targets are agreed with governors and rigorously monitored and linked to pay reviews (FC minutes) 			<p>√</p>

<p>Performance Manage the Headteacher regularly</p>	<ul style="list-style-type: none"> • Governors take seriously the annual performance management of the HT and use it to drive school improvement • Governors set robust and ambitious targets for the HT linked to identified issues/areas for improvement (HT PM documents and half yearly review report) • Chair of Governors reviews HT progress against set targets with formal half yearly review meeting (visit report) as this additional process allows governors to monitor performance throughout the year. 			<p>√</p>
<p>Understand the impact of teaching, learning and assessment on the progress of pupils currently in the school</p>	<ul style="list-style-type: none"> • Governors have a good understanding of the progress of all current cohorts within school. • Class link governors look more closely at and monitor over time, the data of their linked cohorts (link visit reports) • Governors have a good understanding of the current quality of teaching and steps being taken to address any issues arising. Governors place a high priority on quality of teaching and ambitious performance management targets are set for all staff • Governors have good knowledge of the assessment systems used in school 		<p>√ For the new governors – mentoring plan in place led by Chair of Governors.</p>	<p>√ For the majority of governors</p>
<p>Understand how the school's curriculum contributes to pupil's understanding of modern British Values and SMSC</p>	<ul style="list-style-type: none"> • Governors have a good understanding of the school curriculum and the ethos underpinning it. • Governors place a high level of importance upon ensuring that British Values and SMSC are incorporated in every subject/planning • Governors monitor carefully the impact of the SMSC provision on pupils (SMSC governor audit) 			<p>√</p>

	<ul style="list-style-type: none"> • Governors ensure that the SMSC provision is rich with extra-curricular activities to further enhance pupil's learning in these areas • Link Governor for SMSC monitors provision more carefully and completed detailed audit. • Link governor monitors impact of provision by carrying out pupil questionnaires to assess understanding • Link governor arranges annual visit for Year 6 to the Magistrates Court and for Magistrates to work in school with Year 6 children to learn about the rule of law. (photos/display) • Link governor set up councillor visit. 			
<p>Ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils.</p>	<ul style="list-style-type: none"> • SLT attend FGB meetings to provide information regarding assessments • Governors are well able to ask probing questions and actively seek out further information/make additional enquiries through visits into school (FGB minutes and visit reports) • Governors ensure that they have unrestricted access to the data in a timely manner 			√
<p>Ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for</p>	<ul style="list-style-type: none"> • Governors are pro-active in monitoring attainment and progress of vulnerable groups. Robust questioning at meetings. • Governor assigned specifically to regularly monitor outcomes for PP pupils and assess impact of the PPG • SEND governor monitors outcomes for the SEND pupils (SEND reports – particularly the data driven analysis report) • Governor assigned to specifically monitor outcomes for CIC (See report) 			√

vulnerable groups				
Ensure that the school's finances are properly managed and can evaluate how the school is using the PPG and the primary PE and Sport Premium	<ul style="list-style-type: none"> • Governor specifically assigned to look in more detail at the impact of the PPG – fed back to full GB (PPG reports) • Finance Committee structure – delegation • Robust monitoring of the budget and specific questioning by governors to ensure resources and spending are in line with school improvement priorities (FC minutes) • Governors ensure compliance with their statutory duty to publish information about PPG and Sport Premium on the website • 			√
Ensure that the school's arrangements for safeguarding pupils are effective.	<ul style="list-style-type: none"> • Governor DSL in place • Governor DSL robustly monitors the safeguarding provision and carries out annual comprehensive whole provision audits and distributes an action plan detailing any issues and suggested areas for improvement. (audit report and action plan) – information communicated to FGB • Governor DSL monitors compliance of statutory requirements relating to safeguarding and ensures all key policies are in place and updated regularly in line with the governor monitoring schedule.(monitoring schedule) • Governor DSL drafted training for governors and all staff on updates to key guidance • Governors DSL provides no named statistical analysis of key CP figures to full GB • Governor appointed as Health and Safety governor to ensure compliance in this regard • Governor DSL completes the annual Section 11 audit • Governor monitors the SCR to ensure compliance with statutory requirements 			√

	<ul style="list-style-type: none"> • Governor recommended children safeguarding board is established and this is now in place. Governors monitoring impact of this. (SAFE group – photos, display) • Governors responded to new guidance regarding The Prevent Duty and ensured that • Governors ensure that they read and understand the KCSIE guidance. Governor DSL drafted new Radicalisation/Extremism Policy and carried out detailed Radicalisation/Extremism risk assessment. (risk assessments/policies) • Governor DSL has been involved in updating risk assessments for school trips following recent terror attacks • All governors now have enhanced DBS checks in line with new requirements • Governor DSL attends CP training along with staff as a matter of good practice. 			
Ensure that the school's website is compliant	<ul style="list-style-type: none"> • Governors carried out a website audit to ensure compliance (Website audit in governance folder) • Governors ensure that key governance information is set out on the website to ensure compliance with new requirements • Governors ensure that key policies are available on the website (website) • Governors ensure that key information regarding the PPG and Sports Premium are on the website (website) 			√

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